5th Grade- 20th Century the causes, consequences and implications of the emergence of the United States as a world power.

Background

This unit is organized in Backward Design with five essential questions.  The first and last questions are meant to be answered in a simple discussion.  The first question is to hook the students’ interest and the last question is to connect the topic of study to their lives. The three middle questions are the big ideas of what the core covers.

This cover page is a summary of the unit.  If students can answer these essential questions with details through a variety of assessments, they will remember the big ideas long past the end of the unit.  The strategies and activities included are meant to teach students historian and literacy skills.  Good historians, like good readers, observe, infer, analyze primary sources, ask good questions, use background knowledge, make connections, compare and contrast, summarize, understand cause/effect, and use multiple perspectives in their study of history.

One important historian skill is to analyze primary source documents.  These are original sources such as letters, diaries, original maps, sound and video clips taken at the time of an event, photographs, etc.  Analyzing these documents gives students a chance to use historian skills and learn about life at the time of the document through the original source.

For primary source documents and activity sets already compiled with questions, visit [Docs Teach](http://docsteach.org/).  There is also an iPad app called Docs Teach that has ready to use primary sources organized by year and topic.  Another great tool for getting started is found at the [National Archives Website](http://www.archives.gov/education/research/). Whenever a document is presented, students need time to analyze it and make inferences about it.  This can be done through discussion or by completing an document analysis sheet.  These can be found at [Education Tool Box](http://www.archives.gov/nae/education/tool-box.html) on the National Archives site (on the right hand side).  A general document analysis can be found at [5th History- Primary Sources](http://fifthhistory.wikispaces.com/Primary+Sources), called a Document Analysis Disco.

The strategies described can be used to teach and assess the students.  An assessment might be as simple as writing a paragraph on an exit card, or listing the important people in an event.  Through these authentic assessments, students will be better able to discuss history than simply arbitrarily choosing an answer on a multiple choice test.  If you would like an end of unit test, refer to [5th History Standard I Example Test](http://fifthhistory.wikispaces.com/Standard+1+Strategies+and+Assessments).

For more resources on this unit, visit [JHAT, Jr. Standard 1](http://jhatjr.wikispaces.com/Standard+1+Exploration+and+Colonization).

Cover Page- Overview

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| Essential Questions | Assessments | Explanation and Resources |
| How was the United States affected by World War I, the Great Depression and World War II? |  |  |
| What was the impact of social and political movements during the 20th Century? |  |  |
| What role did the United States play as a world power? |  |  |
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Strategies and Assessments in Detail

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| **Essential Question #1** | How was the United States affected by World War I, the Great Depression and World War II? |
| **Assessment** |  |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
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| **Essential Question #2** | What was the impact of social and political movements during the 20th Century? |
| **Assessment** |  |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
| V.2.b | I can explain what happened when schools were desegregated during the civil rights movement. | Photo Analysis | Different copies of pages from the book Through My Eyes: Ruby Bridges Use pictures that you think will be though provoking <http://www.amazon.com/Through-My-Eyes-Ruby-Bridges/dp/0590189239/ref=sr_1_1?s=books&ie=UTF8&qid=1374814469&sr=1-1&keywords=ruby+bridges+through+my+eyes>  Photo Analysis Worksheet (insert Word Document) | 45 Min. | I like this activity because it gives the students an opportunity to see visually how desegregation affected students during the civil rights era. You can rent the book Through my Eyes: Ruby Bridges from the library or buy it new or used from <http://www.amazon.com/Through-My-Eyes-Ruby-Bridges/dp/0590189239/ref=sr_1_1?s=books&ie=UTF8&qid=1374814469&sr=1-1&keywords=ruby+bridges+through+my+eyes> Discuss the Brown V The Board of Education decision with the class and front load/discuss vocabulary words **segregation** and **desegregation** with the students before beginning the activity. Put the students in groups and distribute 1 photo and 1 photo analysis sheet to each group don’t put more than 3 people in a group and make sure you have enough pictures I put them in groups. Have them go through the questions on the sheet and complete them to the best of their ability. When they have finished have them share their pictures and then tell them what their picture actually is. I then read the book to the class. Very powerful lesson! You can also show clips from the Ruby Bridges movie it can be found at <http://www.youtube.com/watch?v=09faLq3wT8c> it is free. |
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| **Essential Question #3** | What role did the United States play as a world power? |
| **Assessment** |  |

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| SS Core | I can statement | Strategies | Materials Needed | Time Needed | Summary/ Assessment |
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